



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

## CORRESPONDENCE

Will you spare me space in THE CLASSICAL WEEKLY to record my satisfaction in the Report of the Commission on College Entrance Requirements in Latin? It seems to me that the adoption by the colleges of the requirements recommended in this report would be a longer step towards putting Latin study in this country on a solid basis than has hitherto been taken within my remembrance.

I have always thought translation at sight practically the most sensible as well as theoretically the truest test of a student's progress in Latin, and I am still hoping that the examinations upon definite works supposed to have been read in the schools will sometime disappear altogether. A rather large majority of the pupils in our schools appear more keenly interested in scraping through a given examination than in really increasing their knowledge of Latin. To set them for translation on college entrance examinations passages from particular works which they have been ordered to read directly encourages their natural tendency to approach the study of these works with a view to trying to memorize as much as possible of an accepted English rendering of them rather than with the purpose of trying to learn the meaning of the Latin in which they are written. On the other hand almost all boys and girls have or readily acquire an interest in the progress of their own ability to do a thing when they can see that ability increasing under their efforts and attaining some practical object, and even the pupil who has least of such an interest will more cheerfully and effectively apply himself to learning the Latin language when he knows that his passing his college entrance examination in Latin depends upon his knowledge of that language and not upon his ability to set down an extraneously acquired English version of so and so much Cicero and Vergil.

HENRY PREBLE.

Great indeed is the power of conservatism! How easy it is to perpetuate a blunder, if that blunder has behind it the authority of tradition!

Who first mistranslated *primus* in Aeneid I? Was it Chaucer in his House of Fame, with his "that first came through his destinie"? Him followed at any rate Morris, Conington (verse translation), Cranch, Long, Rickards, Howland, and all the wise editors of our school editions, save where a *rara avis* has observed Conington's prose translation, as if *primus* could be *primun*!

Why call Aeneas the first in time? What great Trojan princes, then, came after him in their turn from Troy, the sacked?

To find what Vergil really meant by *primus* look down to l. 24.

*prima quod ad Troiam pro caris gesserat Argis.*  
Vergil meant this: 'Of wars I sing and of the warrior chief who from Troy's shore Fate's exile came', or 'Fate-exiled leader of his people' or half a dozen other ways which would not lose the idea that Aeneas was of significance in the council of the gods just in so far as he led the remnant of the Trojans to mingle their blood with that of the Italians in order to produce, one day, Rome the everlasting.

E. S. SHUMWAY.

MANUEL TRAINING HIGH SCHOOL, Brooklyn.

### SUMMARY OF THE CLASSICAL JOURNAL, JANUARY, 1910

The first article, Commercialism and Territorial Expansion, is by Professor Tenney Frank, of Bryn Mawr. His thesis is "that the commercial classes

of Rome could have had very little influence in shaping the policy of expansion at Rome". Mommsen, who was followed by others, was the first to take a different view. In defense of his position, Professor Tenney cites the case of Delos. After the defeat of Perseus, Rome made Delos a free port under the direction of Athens. Such a disposition of Delos was a natural one, as it would satisfy the claims of Athens and would punish the Delians for their friendship for Macedonia. Historians, however, claim that Delos was made a free port at the request of merchants who were trading there. But the inscriptions recently discovered at Delos show that this was not the case, for out of 2000 inscriptions found on the island only about 300 bear Roman or Italian names, which would show that the Roman influence was small. Other facts which the writer mentions as proving that commercialism was not the controlling motive in Roman expansion are: the state prohibited the nobility from engaging in commerce; Rome's real wealth lay in what might be called banking and brokerage; in her treaties she did not keep commercial opportunities in mind; the Romans were averse to seamanship; and her failure to improve the harbor at Ostia during the Republic. Finally, he says, "we can consistently trace a thoroughly Roman endeavor to extend the domain of law, order, and justice".

The second article in this number, The Teaching of Virgil, by Kenneth C. M. Sills, of Bowdoin College, is a plea for the teaching of the last six books of the Aeneid in the high school course, for it is a shame that the boys and girls should know nothing of such fine portraits as Camilla, Mezentius, Turnus, Nisus and Euryalus. He regards it as feasible to have a textbook that shall include all the twelve books, from which selections might be made equivalent to the 4,755 lines of the first six books. (It seems to me that the excellent edition by Professor Knapp, including selections from the last six books, would meet his requirements.) Among the difficulties in teaching the Aeneid, Mr. Sills mentions the following: the securing of a proper appreciation of the characters of the poem; the looseness of the structure; the fact that it is the first Latin poet studied; the complications of syntax and vocabulary. He should have added involved order, as seen in such lines as,

*In latus inque feri curvam compagibus alvum.*

The third paper, Indications in Carlyle's French Revolution of the Influence of Homer and the Greek Tragedians, is by Miss Helen C. Flint of Mount Holyoke College. Carlyle spent the long evenings of one winter reading the first four books of the Iliad with the help of a young friend, William Glenn. As the French Revolution is a prose epic, we should expect to find in it the influence of this reading. Such is the case, as the writer has shown by a large number of citations. Of especial interest are the epithets which Carlyle applies to his men and women, which show a strong Homeric coloring. Passages are quoted showing the influence of his reading in Aeschylus and Sophocles. The article is a very interesting one.

In this number the following books are reviewed: T. Rice Holmes's Translation of Caesar's Commentaries on the Gallic War (by J. B. Pike); Ch. Huelssen's The Roman Forum (by G. J. Laing); O. F. Long's Livy: Selections from the First Decade (by W. S. Gordis); Arthur L. Frothingham's The Monuments of Christian Rome (by Grant Showerman); D'Ooge's The Acropolis of Athens (by C. B. Gulick).  
ERASMUS HALL HIGH SCHOOL, Brooklyn. W. F. TIBBETTS.